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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 7 | **GRADING PERIOD:**  |
| Chapters: 22 | Time Frame:**Dates:2nd 9 weeks** | **Unit: 4 (**The Scientific Revolution and the Enlightenment) |
| Essential Standards: **7.H.1.1, 7.H.1.2, 7.H.1.3, 7.H.2.1, 7.H.2.2, 7.H.2.3, 7.H.2.4, 7.G.1.1, 7.G.1.2, 7.G.1.3, 7.G.2.1, 7.G.2.2, 7.E.1.1, 7.E.1.2, 7.E.1.3, 7.E.1.4, 7.C&G.1.1, 7.C&G.1.2, 7.C&G.1.3, 7.C&G.1.4, 7.C.1.1, 7.C.1.2** |

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| Chapters | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Scientific Revolution and the EnlightenmentClarifying Objective(s): -Students will know that the Scientific Revolution generated much new knowledge.-Students will know the scientific method represented a new way of studying the world.-Students will know the Enlightenment influenced ideas about human rights and government.Time Frame: 2nd 9 weeksDates:10/31/13-12/6/13Essential Question:How do new ideas change the way people live?How do governments change? | 7. SI.1.1 7. SI.1.2 7. SI.1.3 7. TT.1.17.TT.1.2 7.TT.1.3 7. RP.1.17. RP.1.27.SE.1.1 7.SE.1.2 RI.7.1. RI.7.2. RI.7.3. RI.7.4. RI.7.5. RI.7.6.RI.7.7. RI.7.8.RI.7.9.  | (*Academic*)Theory, expand, generation, guarantee, military(*Content*)Geocentric, scientific Revolution, heliocentric, ellipses, gravity, elements, rationalism, scientific method, Age of Enlightenment, absolutism, glorious revolution, constitutional monarchy, social contract, separation of powers | Formative:Lesson 1 Review (pg.649)Lesson 2 review (657)Interactive Guiding reading activityOnline Self check quizPrimary source activitySummative: Chapter 22 Assessment (pg.659-66-)End of chapter test from the question bank online ([www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com))Hands-On Chapter Project (pg. 401) | ***Online***Chapter summaryVocabulary BuilderWhat Do You Know?21’s century skills activityInteractive Guiding reading activityStandardized test practiceWrite To Learn: Ways People CommunicateWrite To Learn: A Competitive ExperienceGuided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. Chapter Summary | The Scientific Revolution and the Enlightenment Foldables Activity | Enlightenment and Revolution |
| Lesson Name:Clarifying Objective:Time Frame:Dates:Essential Question: |  |  | Formative:Summative:  |  |
| Lesson Name:Clarifying Objective:Time Frame:Dates:Essential Question: |  |  | Formative:Summative:  |  |
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| **Day 1****Lesson:** | **Day 2****Lesson:** | **Day 3****Lesson:** | **Day 4****Lesson:** | **Day 5****Lesson:** |
| **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** |
| **Bell Ringer:****Instructional Tasks:** (Projects, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** |
| **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) |